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ABSTRACT

This paper addresses the continuing failure of racial and ethnic minorities, specifically Mexican Americans and American Indians, to gain full representation in doctoral graduating classes and college faculties. The demographics of minorities in doctoral programs is reviewed with particular emphasis on the Southwestern United States and the two minority groups under consideration. The qualitative data for the study consist of 139 responses to a free-response question presented at the end of a lengthy questionnaire completed by 176 Mexican American and 38 American Indian doctoral students. The broad themes for discussion are financial obstacles and institutional barriers; the departmental environment, including academic and social integration and alienation and discrimination; and faculty and student interaction, which includes ethnic role models, relationships with mentors and advisors, and academic self-concept. Representative verbatim statements are given in each category. Mentor relationships were highly significant in the satisfaction of doctoral students, and same-gender and same-ethnicity pairing of doctoral mentors and students significantly affected the academic satisfaction of these minority doctoral students. Contains 52 references. (RAH)

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STRENGTHENING THE SEAMLESS WEB:

FOSTERING MINORITY DOCTORAL SUCCESS

WITH MEXICAN AMERICAN AND AMERICAN INDIAN STUDENTS

IN THEIR DOCTORAL PROGRAMS

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ABSTRACT

The continuing failure of racial/ethnic minorities to gain full representation in doctoral graduating classes and on college faculties is one of the most serious and poignant problems in the United States. The problem is especially critical for Mexican Americans and American Indians. This aspect of the symposium focuses on results of the qualitative analysis of the lengthy free responses provided by most (65%) of the Mexican American (N = 176) and American Indian (N = 38) doctoral students in a study by Williamson (1991, 1994). This study was the first to focus exclusively on doctoral students of these ethnic origins and to examine the experiences of these students while in their doctoral programs. Qualitative data of their experiences strongly support the empirical evidence of the study that mentor relationships were highly significant in doctoral satisfaction. Qualitative data further support empirical findings that like-gender pairing of doctoral mentor and doctoral student and like-ethnicity pairing held high significance for academic satisfaction of these Mexican American and American Indian doctoral students. Analysis of the qualitative data reveal that the lack of mentors and faculty concern for Mexican American and American Indian doctoral students contributes to a sense of isolation, whereas the opportunity to interact with faculty within the department tends to dispel any perceptions of an inhospitable atmosphere. Results of the qualitative findings are being used in combination with empirical findings of the study to test a hypothesized Structural Model of Mexican American and American Indian Doctoral Student Satisfaction.

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Introduction

Graduate study is a period where professors ideally play a key role in helping students develop a professional identity and become socialized as a member of their chosen profession. Results of this study demonstrated the strong influence of doctoral mentors on this process and the special benefits provided by mentors of like gender and ethnicity to these Mexican American (MA) and American Indian (AI) students.

In view of the social and educational importance of producing more minority doctorates, it seems remarkable that so little research has been conducted on factors determining satisfaction of ethnic minority students with their doctoral programs. The role of mentoring is crucial to satisfaction with, and timely completion of, doctoral programs. Given that the vast majority of graduate faculty have been--and currently still are--White/Non-Hispanic males, it seems especially remarkable that virtually no research has been done on determining mentoring factors in the satisfaction of minority students (especially females) with their doctoral programs. What little research that has been done in this area has not included Mexican Americans and American Indians, target groups of special importance in addressing the lack of minority faculty.

The ultimate goal of this study was to contribute knowledge that can lead to institutional efforts to increase production of minority doctorates. This study extends the Nettles (1989a, 1989b, 1990) data base on ethnic minority doctoral students by collecting the first such comparable data on MA and AI doctoral students (Williamson, 1991; Williamson & Fenske, 1994).

This study focuses on linking results of the qualitative analysis of the lengthy free responses provided by most (65%) of the MA and AI respondents at the close of a 190 variable, 32 page questionnaire to empirical results from that principal components factor analysis in order to test a hypothesized *Structural Model of Mexican American and American Indian Doctoral Student Satisfaction.* For purposes of this symposium paper only results of the qualitative analyses will be reported.

Rationale for the Present Study

"Survival of the fittest" may be an extremely apropos description of the two minority doctoral student groups--Mexican American (MA) and American Indian (AI)--who are the focus of this study. Clearly, only the strong, privileged, or advantaged survive in our higher educational system. When one considers the staggering statistic that of the 24,721 doctorates awarded for 1991, only 1.3% of those total doctorates (N = 320) were earned by MA and AI students (National Research Council [NRC], 1992), one must conclude that those few who have survived the educational pipeline to enter doctoral programs share some extraordinary traits. The data typify a troubling long-term trend: The share of doctoral recipients of all minority ethnicities combined increased only 2.3% over the 14 year period between 1977 and 1991 (NRC, 1989, 1992). What factors are related to such a systematic deficiency in the production of minority doctorates in comparison to majority doctoral students? The qualitative data of this study suggest definite enhancements and barriers to MA and AI doctoral program satisfaction in terms of mentoring, academic involvement, financial support, and other important factors. These findings bear promise for improving the effectiveness of doctoral programs for these culturally diverse groups.

The production of a greater number of minority doctorates is one of the major policy issues in higher education. Concern with bringing minority cohorts fully into academic ranks is linked to their underrepresentation in almost all academic fields. Ethnic minority academic role models are sorely needed for the mentoring of current and future generations of minority undergraduate students (Bernal, 1980; Blackwell, 1987; Carrington and Sedlacek, 1976; Clewell, 1987). Faculty role models heavily influence the interests and career goals of their students, as well as their philosophical, theoretical, and scientific views (Bernal, 1980). If minority doctoral degree attainment cannot be successfully and substantially increased, the corollary goal of creating culturally diverse faculties in institutions of higher education will be thwarted.

Literature Review

Demographics

Underrepresentation in doctoral programs is particularly severe for MAs and AIs. Mexican American doctoral students have largely been subsumed under the generic title of "Hispanic" in countless studies, both nationally and institutionally. Although Hispanic American (HA) proportionate representation both in the general and undergraduate student population swelled, they were awarded only 72 more doctorates in 1988-1989 (N = 594) than they received 12 years previously (National Center for Educational Statistics [NCES], 1990). Disaggregation of the HA cohort into its major components of ethnic origin (Cuban, Puerto Rican, Mexican American), reveals that the largest and fastest-growing group--Mexican Americans--received only 0.8% of the total national doctorates awarded in 1991 (NRC, 1992). Mexican Americans constitute the bulk of Hispanic population of the Southwest, have played a significant role in its history and development, and will be

essential to its future as their numbers in the general population continue to increase. It is therefore critical--in order to avoid mischaracterization of the problem--that MAs be disaggregated from other HA cohorts in all research efforts, and that a valid data base be developed which complements comparable data on other minority doctoral students.

Likewise, the percentage of AI doctorates has historically been so small that most studies have not provided separate data on their specific representation. However, the number receiving doctorates annually would barely fill a small lecture hall: AIs received 128, or 0.5% of all earned doctorates in 1991 (NRC, 1992). This total represents no more than a 0.1% increase over recent years. Olivas (1992) refers to these grim statistics as the "pernicious percent change approach", or an emphasis on incremental changes in percentages which remain elusive, deceptive, and "virtually meaningless" (p.47). Such variations in the statistical increments of 0.4% to 0.5% for AIs or 0.6% to 0.8% for MAs in doctoral degrees awarded are, as Olivas notes, "not large enough or reliable enough to warrant anything but more carefully hedged analysis" (p. 47).

Although Tinto's student integration theory (1987) has become the major theoretical framework guiding research on undergraduate student persistence, retention, and attrition, most validating studies on the Tinto model have been conducted with primarily W/NH cohorts at residential, four-year institutions. There has been scant testing of the Tinto model on nontraditional groups of students, on ethnic minorities, or on doctoral students. The studies are even more scarce when applied to MAs (Chacón, Cohen, and Strover, 1987; Rendón and Nora, 1988) or AIs (Tijerina and Biemer, 1988).

Tierney (1992) has recently taken issue with much of the traditional research on student attrition from college, especially as it relates to the experience of American Indian students. Traditional research on student attrition, says Tierney, tends to be student-centered and quantitative and views attrition as occurring when students are unable to negotiate the college experience effectively. In contrast, Tierney suggests research that takes as its theoretical basis critical theory and empowerment be institution-centered and systemic. Such a research approach tends to be qualitative, using methods such as case studies and ethnography to interpret AI perceptions and views. Findings from this research suggest that lack of societal and institutional commitment to AI students, lack of relevant coursework and services, and cultural alienation are associated with attrition among AI undergraduates. Pavel and Colby (1992) further suggest that the educational approaches developed for AIs at tribal colleges and non-tribal community colleges can be used as models by other institutions by combining distinctive cultural elements with a more pragmatic approach to education.

The literature contains few models which pertain to graduate student degree progress (Girves & Wemmerus, 1988; Hearn, 1987; Nettles, 1990) and virtually none that focus exclusively on MA and AI doctoral students. The most current model of graduate school retention and completion being developed is by Tinto (1991). Tinto theorizes that the

characteristics of the department and specific relationships with faculty in the department play a larger role in graduate school attrition than at the undergraduate level.

Financing of graduate education varies considerably across racial/ethnic groups (Thurgood & Weinman, 1989). University aid, such as fellowships and teaching/research assistantships, was received by 31% of HA 1988 doctoral degree recipients but only 19% of AI doctoral degree recipients; 60% of AI 1988 doctoral recipients reported personal financial support for graduate study (such as own earnings, spouse earnings, and family contributions); and 46% of HA recipients reported this type of support. American Indians and HAs were the most likely of all racial/ethnic groups among 1991 doctoral recipients to have completed their doctorate in debt (O'Brian, 1992; 1993). Two-thirds of these students reported completing their education in debt and HAs had higher debt levels than did other cohorts.

Mexican American and AI doctoral students tend to be older than other graduate students. The median age for 1992 AI doctoral recipients was 39.6, as compared to 35.0 for all other doctoral recipients (Ottinger, Sikula, & Washington, 1993). While about 14% of all U.S. citizens who obtained a doctoral degree in 1988-90 had not obtained their bachelor's degree until after age 25, this figure doubled for AI, Alaskan Native and MA doctoral degree recipients (Brazziel, 1992). Older students are likely to have progressed through the educational pipeline in a different manner from younger students. Brazziel found that over 25% of older students who attained a doctorate began their college career in a junior/community college (as compared to 10% of all PhDs). Brown (1993) also reported that 27% of MA and 21% of AI doctoral recipients began their college careers in a junior or community college. Other researchers have further substantiated this finding (Pavel and Colby, 1992; Stahl and Pavel, 1992; and Pavel, 1991).

Girves and Wemmerus (1988) saw the relationship between the student and faculty as the key element distinguishing doctoral study from undergraduate study. Ethnic minority faculty have a special and direct influence on the recruitment, retention, and career aspirations of minority scholars and professionals (Bernal, 1980; Murguia, Padilla, and Pavel, 1991). Faculty role models heavily influence the interests and career goals of their students, as well as their philosophical, theoretical, and scientific views. Blackwell (1987) found that the presence of African American faculty was the most influential factor in whether or not AFA students earned degrees from predominantly W/NH graduate and professional schools. Overall, graduate students and graduate degree recipients perceive their relationship with faculty and their mentor to be the single most important aspect in completion of their graduate degree (Arce and Manning, 1984; Bargar and Mayo-Chamberlain, 1983; Blackwell, 1983, 1987; Girves and Wemmerus, 1988; Hartnett, 1976).

Several researchers have examined how graduate/doctoral satisfaction differed by gender (H. Astin, 1969; Berg and Ferber, 1983; Blaska, 1976; Holstrum and Holstrum, 1974; Kjerulff and Blood, 1973; Rice, 1981). This research on gender discrepancies and barriers to the development of the woman doctorate poses questions that may have corollary

application to discrepancies between majority and MA and AI doctoral satisfaction. Heinrich's (1990) study of 22 women doctoral recipients in education found that mentoring relationships with male advisors were rare but that those women who had mentoring relationships felt professionally affirmed and were more productive. Such gender observations might also apply to similar effects of an increased presence of ethnic minority faculty mentors for minority graduate students and to recognition of intra-ethnic differences for ethnic doctoral students due to gender.

Brown (1993) found that AI doctorates shared many characteristics with MA doctorates. American Indians who received the doctorate were largely males who were born and attended high school in the southern, midwestern, or western parts of the United States; came from families with little formal education; were slightly older than the average PhD; and had more dependents than W/NH doctorates. American Indian females (AI/Fs) constituted 43% of that ethnic cohort receiving doctorates in 1991.

Zwick (1991) obtained data from nearly 5,000 students who entered graduate school in three large research universities: Only one of these universities enrolled HA graduate students. Hispanic graduate students had lower survival rates as measured by continuation/discontinuation in graduate school and degree attainment. Zwick found that HA students had a lower rate for achieving doctoral candidacy and for receiving the degree than did doctoral students from other racial/ethnic groups.

Comprehensive data on doctoral program satisfaction of MAs and AIs was collected by Williamson in 1989-1990. No significant differences in doctoral program satisfaction of MA and AI students were found. There were strong differences, however, when these two racial/ethnic groups were analyzed by gender (Williamson, 1991; Williamson and Fenske, 1994). Women were more likely to report academic experiences which were impediments to access and equity, to have lower academic self-concept, and to perceive discrimination in their doctoral institution than were their male counterparts. Although the women had higher doctoral grade point averages (DGPAs) than their male classmates, they perceived themselves as less outstanding and they reported receiving less recognition for their achievements (1991, 1994).

Most notable, results of the Williamson study demonstrated the strong influence of doctoral advisors/mentors and the need to provide those of like-gender and ethnicity. Empirical analyses corroborated that these minority students preferred an advisor/mentor of similar ethnicity and like-gender. Few respondents (13.5%) had a doctoral mentor of the same ethnicity. Data also revealed that like-gender pairings of doctoral mentor and doctoral student holds high significance for academic satisfaction. Data from the study support that lack of mentors and faculty concern for MA and AI doctoral students contributes to a sense of isolation, whereas the opportunity to interact with faculty and within the department tends to dispel any perceptions of an inhospitable atmosphere (Williamson, 1991; Williamson & Fenske, 1994, Williamson and Fenske [submitted for publication]).

Method

Data Sources

The 1989 Nettles Doctoral Student Survey of Programs and Experiences (DSS) was used as the original survey instrument. Data were collected from 214 MA and AI doctoral students in six major research universities in five contiguous southwestern states in the fall of 1989 and spring of 1990. (Williamson and Fenske are currently working on a follow-up study to assess those who have completed their doctoral program, those still enrolled, those who have temporarily exited the doctoral program, and those who have dropped out of the doctoral program).

Background of Respondents

Mean age of the respondents was 36.4 years; standard deviations for the gender subgroups ranged from 6.6 for AI(F) to 8.9 years for AI(M). Fifty-seven percent of the students indicated they were married or unmarried but living with a partner and the remaining students were denoted as single (a category which included divorced and widowed). Larger percentages of females in both ethnic cohorts reported being divorced (14.8% of MA(F)s and 17.6% of AI(F)s) than either of the two male subgroups at 9.5% each. Mean number of children for these subgroups ranged from 1.88 for AI(F) to 2.09 for MA(M). Number of total dependents was somewhat larger and averaged about three for all of the subgroup.

Procedure

The original Nettles DSS was modified in two substantial ways. First, separate acculturation scales for HAs (Marin, et. al, 1987) and AIs (Trimble, 1988) were added to the DSS. The acculturation data are being analyzed using theoretical concepts on acculturation and ethnic identity as they affect doctoral program satisfaction for MAs and AIs (Bernal & Knight, 1993; Bernal & Martinelli, 1992; Berry, 1980). Second, qualitative data were collected by incorporating an open-ended question on the last page of the questionnaire:

> "Is there anything else you would like to share with us about your doctoral experience in your program at this institution? If so, please use this space for that purpose. Also, any comments you wish to make that you think may help future minority doctoral students in their achievement and which may also help us in future efforts to enhance achievement for minority doctoral students will be appreciated."

Response rate for the overall empirical study was 91%: Voluntary responses were received from 65% of the respondents (N = 139) to the qualitative question. Responses to the open-ended qualitative question ranged from one or two sentences to lengthy

descriptions of academic experiences which were more than six pages in length. These respondents were highly motivated to provide lengthy and moving accounts of their doctoral experiences which provide a personalized dimension to the study's empirical results. Produced verbatim, the qualitative data provided a transcript 45 pages in length.

The major analytic task with this data was to identify key concepts which describe how the two MA and AI cohorts perceived their own doctoral program experiences in order to later relate these concepts to the empirical findings. Responses were ordered into seven broad themes, five of which occurred in the results of the empirical analyses: a) Obstacles/barriers to achievement; b) Faculty/student interaction, c) Departmental/institutional environment, d) Family support, and e) Alienation/discrimination. The remaining responses were ordered into two additional categories of f) Self-concept/ethnic identity, and g) Advice/suggestions for other minority doctoral students.

All comments are reproduced verbatim. In order to strictly protect the identity of each subject and the confidentiality of her/his personal information, all comments pertinent to any of the seven categories were extracted from individual responses, then "transposed" under those separate categorical headings. Also, wherever specific institutions, departments, or individuals were identified by name, those identities were deleted. Due to the focus of this symposium on mentoring--and therefore information also most important to mentors--the data reported here will be centered around three of the seven analysis categories: a) obstacles and barriers, b) departmental and institutional environment, and c) faculty and student interaction.

Overview of the Findings

One major goal of qualitative research is to capture an enriched perspective of empirical data. Therefore, no a priori assumptions were made about these data. Instead, key concepts generated from them will be used in combination with empirical findings of the original study, the acculturation data from the two acculturation scales, and data from both a future questionnaire and structured interview to delineate and categorize additional key concepts in a grounded manner (Agar, 1986; Glaser and Strauss, 1967; Spradley, 1979) in order to further enhance the testing of the theoretical model.

Obstacles and Barriers to the Doctorate

Financial assistance is critically important to MA and AI doctoral students. By far the most frequently mentioned obstacle to these students was financial, followed by institutional barriers, such as the Graduate Record Exam (GRE). Representative, verbatim statements in each category are given below.

Financial Considerations

Financial assistance is critically important to MA and AI students. All the literature affirms the significance of financial aid in facilitating entry into and persistence within graduate study. Most importantly, financial aid is often the major deciding factor in being able to begin a doctoral program, and data from the study revealed that it is essential for continuous pursuit of the degree for these two cohorts. With decline of federal aid, public universities must do more, not less, in comprehensive financial support of its minority doctoral students.

> Thank you for asking my opinion. I enjoyed sharing my thoughts with you. I would encourage more institutions to offer financial assistance to people like me. Even though I make a very good salary, diverting the money to pay for advanced studies is very difficult on my family. I sometimes wonder if it would be better to save the money for my children's education. My full-time employment and my family obligations have prevented me from devoting my full attention to the Ph.D. program.
>
> - Mexican American Male

> I am pleased that you are conducting this research. I have been either on the verge of dropping out of my doctoral program or only taking one course per semester (hardly adequate progress) due to an inability to secure financial resources to support my education. I have $7,000.00 of defaulted loans--all my education before my teaching certificate didn't do much for me in racist south [state] where I moved to. I am now working one full-time job as a caseworker, one part-time job teaching at a juvenile detention center, and a part-time job teaching ESL and writing at a local community college. I've applied to other universities to recruit me, but it's so competitive and there's a "Catch-22"--you work two jobs to support your educational expenses but you're working so hard that your GPA suffers! Then professors tell you (as I was recently, which was most discouraging): either find a way to do it all, or give up your academic pursuit altogether. It is very discouraging. I haven't had a single break, financially, my whole life, including beginning when I was born. Why do we even continue to struggle? Passion for our chosen field.
>
> - Mexican American Female

> A constantly overriding and debilitating concern for me is financial support for continued full-time graduate work in order to complete the doctoral program in a timely fashion. The minority fellowship I received from [institutional name] for $10,000.00 is only a one-year award and currently non-renewable. There has been no systematic, organized effort by any administrative personnel in the Graduate College to identify or seek other sources of fellowship support for minority doctoral students. As of this

writing, I have no idea how the financial support will be generated. I know that this concern detracts from the quality of my graduate work even though I accomplished a straight "A" record for the 12 hours of course work I completed the first semester. I feel that only full-time doctoral study can assure a high level of academic engagement for the advanced degree, and I am anxious that I will not be able to continue at that level of involvement. Thank you. I know concerns are not singularly mine.

- Mexican American Male

Although I earn a very good salary, my expenses are also very great so that has been a major problem. The grants/scholarships are not available for people in my position. For example, I cannot quit my job to take an assistantship because my income is absolutely vital to my family. The university which I attend is also 200 miles away from the city in which I live. That has been difficult in terms of time as well as finances. There are no programs in San Antonio that meet the needs of Mexican educators seeking a doctoral degree.

- Mexican American Female

I was funded for three years (the maximum amount) by the Minority Merit Fellowship Program. However, it is almost impossible (at any decent university!) to complete a Ph.D. in a science field in three years. Therefore, after committing three years of time, energy, research, etc., I was left to beg, borrow, steal, or whatever, the resources to complete my education. The department (my major professor) refused to fund me any further via research/teaching assistantships. I got partial help for one more year, but because it was not full support, I was forced to work part-time elsewhere and didn't have time or energy to do more on my dissertation. I finally left to find work, but am still registered in absentia and hope to complete my degree before my time finally runs out. It was a difficult, but necessary decision.

- Mexican American Female

I am very satisfied with my doctoral training. The only difficulties that I encountered were financial problems. I never qualified for a grant or scholarship and I really never understood why. I am the only Hispanic in the department that does not have a fellowship. I think it has to do with my parents' income--that is too high. But it has been hard for me to work as both a research assistant and as a teacher and study full-time and maintain a 3.90 GPA. Things would have been a lot easier with a fellowship.

- Mexican American Female

I was given a [state] Education Grant and they took it back midway in the semester. I had to use up my loan money to pay back the grant money that

I no longer had. Because of this, I almost quit school at the time. The financial burden and stress from it greatly affected my studies.

- American Indian Female

Financial Aid is really a problem. A back-up support system would help a lot. Money to buy books or to travel to conferences was a serious limitation for me.

- Mexican American Female

Currently I am having a difficult time financially having experienced a hard divorce. The kids' mother took everything and left me with the joint bills and children, which I have truly enjoyed their support. Having to work full-time makes it difficult to devote quality time to the dissertation. I consider lack of adequate financial funding, demands of extended family, traditional ceremonies, and full-time employment serve as barriers to not completing the dissertation. We can do the academics!

- American Indian Male

Like most other graduate students, minority students face financial difficulties while attending school. Financial difficulties for most minority students, however, are compounded because in most cases our families are unable to offer us any financial assistance (either long term, temporary, or even in the form of emergency loans). For most minorities, financial problems and the necessity of full-time employment negatively impact the quality of school and course work. Because of financial difficulties, which lead to GPAs below that of Anglos, we are further hurt when our departments allocate assistantship money. A cyclical effect is created. I also believe that because departments can get tuition waivers for minority students from the graduate college, it discourages them from seeking assistantship money for those who they know will be given other assistance. Thus, minorities are again hurt as departments seek to distribute some type of aid to everyone. Upon entering my program, I had a 3.6 - 3.8, but was not considered for an assistantship, even though I had held a fellowship the entire time I was earning my Master's.

- Mexican American Male

It would be very helpful if minority students were given some type of academic assistantship, fellowship opportunities, and consistent financial help. I am very lucky that I was brought up as a Spartan!

- Mexican American Male

Institutional Barriers

I was not accepted into the doctoral program initially because my GRE scores were not above 1000 for Verbal and Quantitative measures. I submitted

additional supporting information to the admissions committee (copy of my Master's thesis) and spoke with the department head regarding reconsideration. I was accepted following a second review of admission materials and based on the department head's opinion that GRE scores of minority students are not always valid predictors of success. I have had no academic problems following admission to the program and completion of 18 units.

Mexican American Female

My husband has been taking courses since 1983, working on a Master's degree at [institution]. He has taken the Graduate Record Exam five times and has not made the minimum score needed to be considered a doctoral degree student. I feel very strongly that many people, regardless of ethnic background, have a difficult time with these types of exams. His grades in class have been all A's and B's and he has a great GPA, but found out recently that none of his 32 hours count until he passes the GRE--and only then can he choose to use 9 of the 32 hours to count on his doctoral plan. I think this rule is unfair and needs to be abolished. He has proven himself, but the "system" is unwilling to waive the GRE minimum score. Talk about a "crushing blow" to one's determined spirit! Good luck with your research. I'm interested in your findings.

- Mexican American Female

It will take more than a research effort to improve the recruitment and training of Chicanos at the Ph.D. level in this country. You need to focus on the barriers that prevent Chicanos from being accepted into programs, i.e., GRE scores. While claiming that scores are unimportant, all universities require some form of test scores and really rely on the results to screen out people.

- Mexican American Male

Minority faculty at [institutional name] are mostly men and are locked (placed) into powerless positions. Minority faculty here are in positions that have little or no effect on policy decisions. I have never had a minority instructor during my entire college career. The professional and paraprofessional staff here effectively present interference and discouraging obstacles to the doctorate. The doctoral program at [institutional name] is overwhelming as a direct result of tolerated racial discrimination.

- Mexican American Female

My grades came down due to personal problems which made me suffer from lack of concentration and diverted my time and energy toward finding a solution for them. My advisor showed great humanity during that period, so no problems there. Something else that took a toll on my academic performance is the fact that I live over one-and-one-half hours away from my

institution (one way). It would be a good idea to show the doctoral candidates, minority and otherwise, where the employment opportunities are when selecting the Ph.D. major and minor. A periodic awareness session conducted by faculty or special groups could be extremely helpful. Some of my classmates had faculty mentors. Unfortunately for me the fact that I lived so far away prevented me from spending more time at the university or working with some of my faculty professors and study groups. Thank you for not giving up on me!

- Mexican American Female

I had approached my department offices over four years ago seeking to get into the Ph.D. program. I never made it past the first and second line defenders who kept telling me all the reasons why I wasn't eligible. I got the same type run-around when I inquired into the post-bac program. This time I persisted and subsequently was recruited into the Ph.D. program. I think all students need to be assisted by having knowledgeable people who REALIZE/ACCEPT/UNDERSTAND they are there to HELP, working in areas where students come to get information.

- Mexican American Female

I hold a full-time job during the day and must take classes in the evening. There are absolutely NO counseling, advisement, or faculty consultation hours scheduled or provided by this university after 5:00 p.m.-- It's incredible! It's as though evening students simply have no needs! Graduate admissions, graduation, and advisement offices all close at 5:00 p.m. I am forced to take off from work to come on campus during the day. One has to encounter the eternal run-around to attend to graduate degree requirement-related transactions. Also, the Chicano literature is difficult to secure since it is in a restricted part of the library, and [it is] also not available at all normal library hours. This has obviously been a constant source of irritation and frustration.

- Mexican American Male

Departmental Environment

Departmental environment at the doctoral institution has a major impact on student satisfaction with the doctoral program. Data from this study show that these respondents strive to be fully integrated into the academic, professional, and social life of their departments. A departmental environment which affirms the unique contribution to the diversity of the department and campus is crucial to the MA or AI doctoral students for them to realize their fullest potential. It is critical that institutions insure that departmental climates exist where MA and AI students entering their doctoral programs do not feel stigmatized by their ethnicity and that department chairs and faculty not assume that these

students have been admitted merely to meet affirmative action quotas or are any less competent than their majority counterparts.

Academic and Social Integration

> There is minimal interest by the faculty in my department in addressing educational and social issues of minority populations. Lately some courses have been offered in the department addressing these issues, but these courses are offered by minority faculty outside my major area. I do not see active recruitment for minority doctoral students in my department. I believe I am the only Mexican American woman that has ever been in my program, and maybe the only Mexican American in the doctoral program.
>
> - Mexican American Female

> Unless universities make a concerted effort to recruit and keep minorities at all levels of the system--undergraduate, graduate, and faculty level--the university will continue to be the gate-keeper that prevents minorities from entering and sharing the power structure of this country. My university continues to pay lip service to its commitment to increasing minorities in the system, and I seldom see muscle behind the words, i.e., no active recruitment of minorities on any level, no financial or academic assistance, and therefore the minorities who are here are here despite the system, not because of it.
>
> - Mexican American Female

> Many minority doctoral applicants to graduate school rely on informal reports by current minority graduate students about conditions in their departments and on the campus as a whole. Unless an effort is made to improve the lot of current ethnic graduate students, and a real effort is made to increase minority enrollment and graduation (vs. just applications), I remain skeptical that things will change. Administrators at my university often refer to the university's "commitment to diversity." It is time to move to the next phase and operationalize "commitment."
>
> - Mexican American Male

> To my knowledge, [institutional name] has no Indian research/teaching assistants within the College of Engineering. It appears that not all of the various colleges and departments are sufficiently motivated to support the university's stated goals in regard to providing a suitable supportive environment for minority students.
>
> - American Indian Male

> While the coursework and relations with faculty have been intellectually stimulating, there has been a lack of interest in my personal and career development. Is this owing to the nature of the institution (Research I), or

faculty interests? While this has not hindered my progress (I have 10 years experience as academic advisor and counselor in a university environment), the environment has been less than supportive, with most support coming from family and peers. Perhaps we need more of a networking structure among American Indian doctoral students. The community has a sizeable Indian population, thus ample opportunity to participate in traditional activities, although I am a Plains Indian among Southwest tribes. WE NEED MORE INDIAN FACULTY!!!

- American Indian Male

My doctoral institution made a solid effort in extending their support and interest in me. Additionally, I received a substantial minority fellowship guaranteed for at least 34 months. Their strong interest and financial support contributed heavily in my decision to enter their doctoral program. Even though the majority of the students are white, there is a strong camaraderie among graduate students here.

- Mexican American Male

Students generally go where they are to feel welcomed and secure. Initially, I was told by the previous chairman--I would never make it. This was hard to accept since I had two Master's prior to entering the program.

- American Indian Male

The recruitment efforts made by this institution were incredible in comparison to other institutions. The faculty and department were very student-oriented and dissertation-directed, which I did not find in the previous states where I was living. This institution had more going for it than I saw on paper. It took a visit to convince me this was the place for me. Introduction to the Latino community here was a great influence in my attending. This was not done by the institution, but by a friend who happens to be a professor here.

- Mexican American Female

My first semester at [institutional name], I was on the Dean's List. However, my department would not allow me to enter the doctoral program, despite my committee's recommendation. Discouraged, I left the program. I later found out my department hadn't granted an Indian a doctorate since 1973. Prior to that date, I doubt there were any, let alone Blacks or Hispanics. I voiced my concerns to the division director, the dean, and was admitted to the doctoral program--over the general department's wishes. Those same professors never let a day go by that I'm not reminded that I'm out of my league. They really don't want me here, and [name and name] are absolutely heroic and committed to helping minorities, but they have to deal with "tenured rednecks" who have categorically and historically denied doctorates to

minorities, as opposed to mentoring and granting degrees to White males. I haven't been in school for five years and it's hard. I honestly don't know if I'll make it. It's hard taking the slights, non-hellos, when we meet, and subtle little comments about my competency. I realize if I make it, it will be in spite of my department, not because of my department. I realize that [name and name] are the only ones standing between me and the wolves. I realize now why in the past Blacks, Hispanics, and Indians were hardly ever granted degrees. The system was against them. A minority has to have a very "tough skin" to survive. Many of us don't make it.

- American Indian Female

Alienation and Discrimination

There is a very real sense of loneliness for a Hispanic pursuing academic degrees. Of 225 freshmen in my undergraduate department, only three were Hispanic. I was the only non-anglo graduate student in my Master's degree department. Of 200 graduate students where I am completing my doctorate, I am, again, the only Hispanic. When you ask about social-interaction in graduate school, and then professionally, I must respond that there are few if any colleagues of like race/culture with whom to socialize. Best wishes for a successful study.

- Mexican American Male

Since you asked, I probably would have quit had it not been for a Chicana faculty member who treated me as a human person. I am the only Chicana doctoral student in my program. There are two other female foreign students. We are generally lumped together and treated as the "token foreign students" by faculty and staff. They just can't figure out why I speak without an accent!! This is my first semester in doctoral studies. I taught public school for 10 years so I'm sure that this transition has been an adjustment for me. In one case, I was verbally abused by a faculty member in a derogatory manner. After I reminded her that I had thoughts and opinions on subjects in my field beyond "minority issues," she often called on me to respond to minority issue articles or authors. She also joked about being "Chicana" and thus reluctant to go first in a class presentation. She also encouraged me to take an incomplete in her class, and then told me to get a tutor to help out with my writing. I'm becoming more and more committed to my degree: Success is the best revenge!

- Mexican American Female

I feel that minority candidates have to "prove" themselves more than Anglo students. I study art/music, in which there are fewer Hispanic students. I would say this to future minority doctoral students: be prepared for

unwarranted animosity and resentment with some of the Anglo population, but don't shrink back!

- Mexican American Female

I believe that I am more fortunate than many of my colleagues who are ethnic minority. I was lucky to find a mentor and financial support. Of course, I am now faced with finding new sources of financial support! I feel that minority students fight an immense wave of insensitivity, lack of support (financially, intellectually, and institutionally), and must deal with racism and general insensitivity from a "white mass"; that a priori labels stamp us as deficient and backward. I find this occurring throughout the majority of faculty and students.

- Mexican American Female

My first four years at the university exposed me to outright bigotry and racism on the part of faculty and some administrators. Although I was accepted to the department on the basis of my academic merits (publications, professional activities), I was initially discouraged from applying (e.g. "It would be in your best interest to apply elsewhere"; or, "Undergraduate publications carry no weight here."). At our first staff meeting at the center, I was introduced in the following bigoted manner: "...the government found he had brown skin, and threw some money at him...etc.". No one on the staff attempted to allay the situation, and as such, I left the meeting feeling that the other staff were as equally bigoted (a conclusion I have since found to be largely untrue). [Name] continues to perpetuate such acts of bigotry with staff and students with impunity.

- Mexican American Male

Until this year, I had not had any opportunity to meet other Indian students here. I grew up in an Indian community and felt very separated from my community. [Community, state] is where I am from, but it is not an official reservation. The land was divided up between tribal members in the early 1900's. This institution did not have any organization for Indian students until this year. Also, my college does not have any ideas of how to connect me with other Indians. The Indian Center has now filled that void.

- American Indian Female

The professor that sexually harassed me said "As long as I am at this university, I will make sure you do not graduate." I left my doctoral program for one year after I realized that [neither] my advisor, nor the department chair, wanted to know or do anything about the situation. The professor has since been asked to leave the university. The turmoil and anguish this caused has greatly prolonged my doctoral program.

- Mexican American Female

My department is so White that they cannot perceive that anyone is different from them, or why anyone would have values differing from their own. I feel as though I have wasted my youth trying to become a White man, and regret having taken on so much debt only to be told I am not "like all of my committee." This university fails miserably at recognizing and accepting values different from the White-Anglo-Saxon-Protestant. Since the first day I set foot on campus I have had my back against the wall, and have constantly had to "defend myself." I've also been discriminated against in examinations. My comprehensive exam was one-third longer than those of the White students in my program. Answers I was battered for were accepted with no incident from white students. To my Native American Brothers and Sisters I would say: do not go to school here, and think very hard before selecting a school. Even when you have finished your degree, do not expect Whites to treat you fairly--they are determined not to let us work with our minds, and certain not to let us have the money.

- American Indian Male

This university has very few Hispanic professors and students. I often feel tremendously alienated and "different." It is difficult to fit in and feel part of the group. Many students have asked me if I was accepted under an affirmative action program. They assume I was just "given" a slot. This university needs to actively recruit more minority students into the doctoral programs--recruit their own undergraduate minority students and try to retain them. The faculty here can do a lot in that regard.

- Mexican American Female

I feel that my abilities are comparable to all of my colleagues in this program. However, I believe my desire to succeed in this program is markedly more intense than my fellow students. At times, I feel it takes twice as much effort and dedication on my part to get the kind of recognition others commonly receive. The two incompletes are not a usual occurrence for me, but I started this program (indeed, I took the GRE after separating from my husband) in the midst of a bitter divorce. I would like to see more guidance in my program--at times I feel very isolated.

- Mexican American Female

Since I arrived at this institution a new department head arrived. The very first day he saw me he called me into his office and told me I shouldn't be at the institution and that every rule was broken by my being admitted. (My undergraduate was in a different area, but I had a good GPA and left a lucrative career in the private sector to attend this institution). Also, another faculty member (he's the "Yes-man" of the department head) called me in and told me that I do not belong in my field and will never make it because I "don't have what it takes". The department head kept calling me into his

office to scold me, demanding to see me daily, putting me on "probation" demanding a 4.0 so that he would "allow me" to stay in "his" department. I had to go outside the department to stop his continual harassment. My point is that we minorities are treated differently. If we do speak up, we are considered to be hysterical or to have "a chip on our shoulder." This is one of the reasons there are not more minority candidates: We have to work twice as hard AND put up with a lot of hassles (non-academic in nature) from narrow-minded people in high places. Good luck on your research!

- Mexican American Female

Many places have such subtle racism that it is difficult for minorities to realize. I have been fortunate to have teachers supporting me throughout my academic career. However, I know many places still aren't concerned at all with reducing the subtle biases. I did have one year at a professional school [institutional name] where racism and sexism were obvious. Many minorities are feeling discouraged, angry and tired about being polled for their opinions because nothing changes. I hope that something will change, otherwise the national decline in minority enrollment will continue. Support and encouragement are needed for all minority students, whether it is to get them to complete high school or the Ph.D.

- Mexican American Female

Faculty and Student Interaction

Finally, data from this study are compelling in their support of MA and AI doctoral students having the opportunity to work with ethnic minority faculty, and even more dramatically, with mentors of their own gender. Critical also to these students' faculty interaction is their own self-concept. Institutions must face their responsibilities in this regard on an even more committed, aggressive level by working to recruit, promote and tenure minority and women faculty. For such commitments--and in the words of these respondents--actions need to speak louder than words.

Ethnic Role Models

[Institutional name] lacks ethnic role models for minority students. A greater effort must be made on their part to hire women and minorities into the professorial ranks. My educational experience here is that the Whites teach the classes and the Mexicans clean them!

- Mexican American Female

It surprises me that there are not more Latino/Hispanic professors here as it is a Southwestern school which supposedly encourages and recruits Hispanics. Also, a professor in the department took me aside to assure me that I was

just as qualified as the "White" students in the program and that I shouldn't feel that I was just the "best qualified minority" that they could find. It stunned me as I had never questioned my standing or ability, but rather, the professor brought it up and wanted to assure me that I was not seen as a minority, but "one of the group."

- Mexican American Female

Many more Hispanic faculty should be hired and more Hispanic faculty should be granted tenure if conditions are met. Minorities should be integrated within the mainstream. Isolation of minority faculty and minority students in second-rate institutions is a disservice and discriminatory. Role models do not exist alienated from others. Instead, the proportion of minority faculty and students should be increased in the most competitive universities. This will help to build stronger professional skills and a healthier development of self-confidence for minority students. Thank you for this important research effort.

- Mexican American Female

With the exception of one faculty member (Mexican American woman), I never saw a special interest in helping me finish my doctoral program, especially when I wasn't able to attend for two years. While this is the case with most students (Anglos, too), I find their disinterest very discouraging. Fortunately, I will be able to finish my Ph.D. because of the support of the above mentioned professor. Her encouragement and critical review of my dissertation, as well as her help in getting financial help, was invaluable to my success.

- Mexican American Female

From my experiences thus far, I have found that there is a handful of outstanding professors who truly have the interests of students at heart. Unfortunately, there is also an "old boy's network" which finds it hard to swallow having U.S. minorities among, or upcoming in its ranks. These same faculty individuals have placed themselves on such a pedestal that they have become antiquated, for in their arrogance, they have refused to learn and their contribution as intellectuals is minimal, at best. Their prejudices stem from their very ignorance. I would warn future minority doctoral students to be aware of this. Most importantly, I would implore that they not fall into the same arrogance. The Ph.D. makes one no wiser nor better; it simply affords one the resources for learning.

- Mexican American Female

It is imperative that universities train and employ Hispanic faculty. It is also imperative that the Hispanic faculty be multi-culture sensitive, not simply assimilated into the white culture. By employing these individuals,

recruitment of ethnic minority students will increase and mentorship at both the graduate and undergraduate level will expand. By expanding these factors, Hispanics will find it much easier to be successful at institutions of higher learning.

- Mexican American Male

It is difficult to know for sure, but I only know of one faculty member who thought I could not perform in the same manner as the non-minority students. It was heavily veiled, and took some time to surface, but it eventually came out. Luckily, I had enough faculty support to weather it, but it was a difficult time for me. I don't think the faculty understood how damaging it was to my self-esteem.

- Mexican American Female

Mentors and Advisors

In my particular area of study there were no Hispanics or Blacks that were available to be my mentor; thus, I had to utilize other Hispanic and Black faculty who could assist me/support me. Also, these minorities were mostly "junior" faculty types, and not senior faculty members with a lot of clout.

- Mexican American Male

I was verbally mistreated by my advisor. I seriously considered terminating my pursuit of the doctoral degree, but another faculty member helped me through the crisis. However, the situation is such that I must stay with the advisor I have.

- Mexican American Male

Had my professor offered emotional, "moral" support, I might have been more motivated to stick it out [full-time]. Some guidance and encouragement would not have been out of line either. However, I don't necessarily feel that the professor was biased because of my ethnic origins. He was equally careless of most of his students as well! The department head and many of the staff might be considered a different story, but their biases were more directed at me as a female than as a Hispanic (although at one time the department head commented that he was surprised I had gotten a minority fellowship as I "didn't LOOK Hispanic!").

- Mexican American Female

My present advisor (Hispanic male) is extremely busy, but has gone "above and beyond" in providing moral support/encouragement, and has identified faculty members for my doctoral committee who can provide more direct assistance in my work on the dissertation.

- Mexican American Male

Overall, I have enjoyed the coursework here. I have, however, been extremely disappointed in faculty mentoring and interaction with students. I feel this institution is failing miserably in their effort to recruit, retain, and graduate minority doctorates due to their lack of commitment of resources and interaction. Faculty who have intimate interaction with minority students have failed to assist them, and have actually exploited them for their own selfish interests. If I had the appropriate resources, I would have left here long ago. The reality of having no alternatives (money, employment, etc.) have left me no other choice but to continue my studies here.

- Mexican American Male

When I came here seven years ago I worked with an advisor who typified the attitude of the department. He didn't have much of an interest in my work. I was very discouraged about grad school during those first two years. At the end of two years he decided to leave the university and left me to fend for myself, in terms of support and guidance. There wasn't much money in the department at the time so I went to a new faculty member who had only been in the department for two years. I have been very satisfied with the guidance and encouragement I've received from him in the last five years. He is very atypical of the faculty. Whereas I feel good about my research and achievement with him, I feel alienation from other faculty members who rely on GPA's as the sole measure of achievement. The advisor problem is one of the major reasons for how long it will have taken me to complete my degree requirements.

- Mexican American Female

It is my feeling that I was very badly treated as a graduate student; that <u>despite</u> my assigned advisor, rather than because of her, I completed my doctorate. I do not feel that I was discriminated against because of my ethnicity by the department <u>as a whole</u>, although I believe that the ill-treatment I received at the hands of my advisor was due, at least in part, to my Mexican heritage.

- Mexican American Female

I believe that a mentor/faculty advisor/faculty member who takes a special interest in the academic and personal well-being of the minority student is important. My success in adapting to the doctoral program and the university is due to my advisor who I met while working on my Master's degree. He has taken extreme interest in my pursuits over the last five years (ever since I have known him). Until coming to this institution, I had no Indian teachers.

- American Indian Male

I have always felt that I was different and because of this I have tried to be a good student. Acceptance by others and faculty is one of the needs

minority students have the most. Because some of us are first from our families to pursue higher education, we are often not given support or understanding from our families. Therefore, a mentor who cares about us is crucial for our completing the doctoral program. It's nice to know that someone has made an effort to look at the concerns and issues of minority doctoral students. Thank you.

- Mexican American Female

Anglo students don't seem to need to look for a mentor. They are "taken under the wing" selectively by faculty members. We ethnics have to shop around and hope to find someone willing to help us out. The faculty recruiter was so promising, I thought everyone else, or most faculty would be as encouraging. I was wrong.

- Mexican American Female

I had the misfortune of trusting a female professor of my own ethnic background who deliberately tried to dissuade me from continuing with my Ph.D. This person also blocked me from getting a professional job. Another female professor of a different ethnic background insulted my project and my work in her course by saying how I ever entered into the doctoral program was beyond her imagination (my project was published three years later). I almost left the program because my self-confidence was badly damaged. It was a male professor who restored my confidence, but it really left an imprint forever. Could these two incidents have anything to do with the insecurities women professors have while attempting to gain their tenure and promotion? Once they have their degree, they don't seem to want to deal with female students--is it a reminder of their own vulnerabilities? It has taken me a long time to regain enough trust in myself and in others (professors) to really get the program finished.

- Mexican American Female

Although there is good ethnic minority doctoral student representation in my own program, few, if any, graduate. This is an alarming statistic! My major concern with my program at the present time is the lack of a faculty mentor--all the faculty are busy, and "taken." They've chosen their "mentees" and I'm not one of them.

- Mexican American Female

The one individual whom I could see as a "mentor" was terminated. It is speculated that it is due to [his/her] homosexuality. The greatest obstacle in completing the program has been due to the "politics" encompassing the various interaction of faculty committee members who are either not sufficiently mature, nor professional to settle these differences in a more

productive, academic manner. (Those committee members are of both genders and differing ethnic and anglo backgrounds).

- Mexican American Female

Academic Self-Concept

Although I have maintained a 4.0 over my last 45-50 hours, I am still reluctant to apply for a scholarship for fear I may be found lacking in some way. Times have changed, I realize, but I still think there are capable minorities out there who fall through the crack because they are quiet and don't make waves: people who perhaps undervalue themselves or whose outlook is limited because no one has ever given them either permission or encouragement to dream. They see what the "norm" is around them and don't know how to break out.

- Mexican American Female

As a Mexican American , I grew up with a high inferiority complex. Consequently, I feel it often gets in my way to be a normal, well-rounded individual in my department. Up until my graduation from high school, my family were migrant workers. I believe that as a minority, we are not well-informed about educational opportunities that exist. For example, I have never applied for a scholarship and never got one. This was due to my own ignorance of the system and my inferiority complex. I hope this effort will sincerely help other minorities. Thank you.

- Mexican American Male

I am very proud to be a Sioux Indian, but I am also just as equally proud to be able to work and compete in the Whiteman's world to better myself in order to support and financially help my family who still reside on the reservation back in South Dakota. This is still the Indian Way!

- American Indian Male

Everything I do is an expression of my Native American values. I think schools having any diverse cultural groups whether they be Black, Puerto Rican, or Native American need to be aware of the values/beliefs of the cultural group and try to understand how these values/beliefs are expressed or suppressed in order to achieve academic success. Good luck on this research, and thanks for the money.

- American Indian Female

Summary

This study has important implications for theory, policy, and practice. Although its incorporation into a theoretical model awaits further empirical data collection--data and analyses from five-year followup interviews--the respondents' words enrich and amplify the empirical results of the study. These Mexican Americans and Americans speak clearly and directly to the heart of problems which they address on a continuing basis in their lives as doctoral students.

Some of the salient survival traits shown through their qualitative responses must certainly be in having a high tolerance for often being the single ethnic person of their particular origin (or gender, for females) in their program; for having a tolerance for working in relative isolation from other ethnic minority students; for having the endurance to tolerate the often covert (if not actually overt) racism directed at them; for not having any ethnic minority faculty of their background or even of a different ethnic minority group as a model or mentor; for having very little affirmation of their ethnic heritage at their institution; for having meager and/or discontinuous financial support; for not having a feeling of equal status, value, and importance to their programs as their majority counterparts.

Although no credible projections about doctoral completion rates or eventual success in entering the professoriate can be properly conjectured until completion of the followup study, the "true grit" of these remarkable individuals leaves the researcher with the strong, hopeful instinct that the large majority of the original 214 respondents will prevail and achieve their doctoral goals. From the several pages of Advice/Suggestions from the respondents, one Mexican American Female's conclusions provide a summary of many of the elements of her personal success: Many of these same components were similarly expressed by other of the Mexican American and American Indian students.

I was able to complete my doctoral goal for the following reasons:

1) I'm a fiercely determined person when I get my mind in a goal that means much to me (and this was one);

2) I have two incredible parents whose support throughout this ordeal, both financial and emotional, never faltered;

3) I have an incredible chair who diligently took time with me throughout every single phase of my program. He was fair, non-condescending, encouraging and equal in his treatment of all of us. I was one of two women, and the only Hispanic, in a program of 12 male doctoral candidates;

4) I have an incredible teacher [name] who took an active interest in my work and supported all of my efforts. I always knew he was there if I needed anything;

5) I have several remarkable friends who "would have still loved me had I failed";

6) I was working and could thus afford the cost of the final phases of my dissertation...which was an enormous cost;

7) I have a very understanding chairwoman at my present school who was also gracious, kind, loving, and supporting;

8) I had the resources of some excellent counselors and doctors who helped me find healthy ways to combat the pressure and the stress;

9) I have a deep faith and a strong conviction that my belief would sustain me, and it did.

Access and achievement of minority students in doctoral programs of study has remained an intractable problem. It has been difficult to explain why the record remains poor and to discern what strategies would best cope most effectively with the problem. Instead of increasing the flow of many new minority doctorates into university faculties, the graduate pipeline supplying minority doctorates continues to produce only a trickle. If this situation is to be rectified, universities with doctoral programs must play the major role in identification, enrollment, and degree attainment of minority doctoral students throughout the academic pipeline. The data here provide but a snapshot of life for these MA and AI doctoral students. However, a picture so clearly in focus is intended not only for theory-building but for commanding the attention of those directly responsible for institutional policy and practice.

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